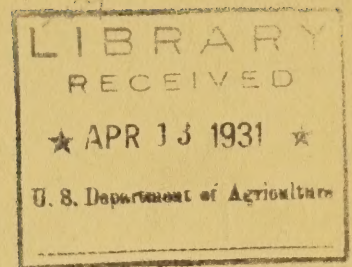


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SUMMARY  
OF THE  
CONFERENCE OF SPECIALISTS  
IN  
CHILD CARE AND TRAINING

*Issued by Office Cooperative Extension Work.*

Washington, D. C.

November 24-25, 1930

Report of the Secretary,  
Grace E. Frysinger.

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Janice S. Brown  
APR 14 1931





SUMMARY OF THE  
CONFERENCE OF SPECIALISTS IN CHILD CARE AND TRAINING  
Washington, D. C. November 24-25, 1930

Report of the Secretary  
Grace E. Frysinger

The subject of child care and parent education is a newly organized phase of education. Within the field of cooperative extension education the first specialist was employed in Illinois in 1925. Since that time eight other States have added full-time extension specialists, and three States conduct organized project work in this subject which is directed by part-time specialists.

The White House Conference on Child Health and Protection offered an unusual opportunity for a meeting of these extension specialists to consider the extension program in this project. A conference was accordingly held November 24-25 at the United States Department of Agriculture.

Goals of the extension program in child development and parent education, content of programs, effective means of organizing, methods in teaching, teaching devices, correlation of this project with other subject-matter projects, cooperation with other agencies engaged in this field, and implications of the White House conference were considered.

Representatives of 16 States attended the meeting. Twelve of these States were represented by their respective specialists in child development and parent education as follows: Certie Reynolds, Georgia; Edna T. Walls, Illinois; Mrs. Alma H. Jones, Iowa; Mrs. Ruth D. Morley, Massachusetts; Mrs. Lydia Ann Lynde, Michigan; Mrs. Belle O. Fish, Minnesota; Edith D. Dixon, New Jersey; Dr. Margaret Wylie, New York; and E. Faith Strayer, Oklahoma. Florence Imlay, Kentucky; Essie M. Heyle, Missouri; and Wanda Pryzluska of Ohio are part-time specialists in this field in their respective States. Miss Imlay and Miss Heyle attended the conference. Minnie Price, State home demonstration leader in Ohio, represented that State in the absence of Miss Pryzluska.

Others of the extension service who attended included Margaret McPheeters, foods specialist, Maryland; Julia O. Newton, State home demonstration leader, Minnesota; Mary E. Thomas, nutrition specialist, North Carolina; Norma M. Brumbaugh, State agent, home demonstration work, Oklahoma; Marjorie E. Luce, State home demonstration leader, Vermont; Mary Collopy, State home demonstration leader, Wyoming; and members of the Federal Office of Cooperative Extension Work.

Dr. C. B. Smith, Chief of the Office of Cooperative Extension Work, opened the conference and sounded the keynote of the meeting as a desire to determine what is the present situation regarding the project of child care and parent education in the extension program, what the existing problems are,

THE HISTORY OF THE  
CITY OF BOSTON  
FROM 1630 TO 1800

BY  
JOHN H. COLEMAN

The history of the city of Boston from 1630 to 1800 is a story of growth and development. It begins with the arrival of the first settlers in 1630, who found a small fishing village. Over the years, the city grew into a major center of commerce and industry. The story is one of the struggles of a young colony to establish itself in a hostile environment, and of the triumph of the human spirit over adversity.

The early years of the city were marked by hardship and struggle. The settlers faced a harsh winter, and many died of starvation and disease. Despite these difficulties, the city grew and prospered. It became a center of trade and commerce, and a major port on the Atlantic coast.

The city's growth was not without its challenges. It faced a series of wars, including the French and Indian War, the American Revolution, and the War of 1812. Each war brought its own set of hardships and sacrifices. Yet, the city emerged from each war stronger and more united than before.

The city's economy was based on trade and commerce. It was a major port for the export of goods and the import of raw materials. The city's merchants and traders played a key role in the development of the city. They built a network of trade routes that connected the city to the rest of the world. The city's growth was also fueled by its diverse population. People from many different backgrounds and cultures came to live in the city, and their contributions helped to make it a vibrant and dynamic place.

The city's culture was also a reflection of its diverse population. It was a place where different traditions and customs came together. The city's arts and sciences flourished, and it became a center of intellectual and cultural life. The city's history is a testament to the power of human ingenuity and the ability of a community to overcome adversity.

The city's history is a story of resilience and perseverance. It is a story of a community that has faced countless challenges and has always emerged stronger and more united. The city's history is a source of pride and inspiration for all who live in it. It is a story that reminds us of the power of the human spirit and the ability of a community to overcome adversity.



and how we are to meet the situation. Dr. C. W. Warburton, director of extension, addressed the group. He expressed the interest of the United States Department of Agriculture in regard to this part of the extension program. He discussed the White House Conference on Child Health and Protection in relation to the extension service, and presented encouraging suggestions as to the outlook for the extension program in child development and parent education.

The group elected Edna E. Walls of Illinois to serve as chairman and Grace E. Frysinger of the Federal extension office to serve as secretary of the conference.

Previous to the conference the Federal office had obtained suggestions from the specialists in child development and parent education regarding the program. These were summarized and sent to each one who anticipated attending the conference. In advance of the meeting the specialists who were in Washington met with a member of the Federal staff and determined upon the program and also decided upon conference procedure. All who were to participate were assigned well-defined responsibilities for presenting data and leading discussion or for summarizing the discussion of a major topic.

The discussion method was used throughout the conference. This plan had twofold value in that it required participation by all in attendance and in addition served as a demonstration of the use of the discussion method as one which might be used by the extension specialists in their respective States.

#### GOALS AND NEEDS - IMMEDIATE AND ULTIMATE

The first half day was devoted to consideration of goals for the extension program in child development and parent education.

For purposes of the conference, the term "family" was defined as including "each individual member of the group associated in the home." Fathers as well as mothers were considered in discussions of parenthood.

Recognition was given to the constructive child training now being given in many rural homes. It was agreed that the development of the normal child should form the basis of the extension program in child development. The need was recognized for presentation of positive aspects of the subject matter.

State goals for the extension program in child development and parent education were first considered. These covered a wide range, including goals for the child, for parents, and for the community. From these were developed general goals for home and community in regard to this project.

The goal in the long-time extension program in this project, as presented by the chairman and indorsed by the group, was "To enable parents to create an environment in which parents and children may have optimum development in a changing civilization."





The morning discussion of goals was presented by Miss Reynolds of Georgia and Miss Walls of Illinois. The summary of this session as prepared by Mrs. Lynde of Michigan follows:

#### Summary of Discussion of Goals and Needs

##### I. Home goals:

- A. Presenting information which leads to -
  - 1. Changing attitudes.
  - 2. Changing practices.
  - 3. Getting families to analyze their own situations and thinking.
  - 4. Understanding of use of information to analyze situation.
  - 5. Desire for continuing study.
- B. Developing a consciousness of parenthood responsibility and opportunity -
  - 1. To create an environment in which both parents and children may have optimum development in this changing civilization in which parent and child mutually share.
  - 2. To develop a desire to create for the child a wholesome environment based upon understanding and affection.

##### II. Community goals:

- A. Community betterment based upon -
  - 1. A community conscious of itself as the larger environment of the individuals which compose the community and of its responsibility to the individual.
  - 2. The coordination of various agencies functioning in the community, the county, the State, and the Nation.

##### III. Needs of the family as related to parent education:

- A. From viewpoint of specialist.
  - 1. Efficient living and happiness.
  - 2. Parents need to develop an appreciation of their responsibility as parents through -
    - a. The use of scientific knowledge.
    - b. Open-mindedness.
    - c. More objective attitude toward problems.
    - d. Setting up aims for the development of the individual child.
    - e. Recognition of the positive values of leisure for all members of the family.
  - 3. Parents need to understand that the children's behavior is a product of their environment. They must know how to manipulate that environment to desired ends, which involves -





- a. An understanding of the laws of learning and the use of learning situations.
  - b. An understanding of the relative importance of heredity and environment.
  - c. An understanding of the fundamental nature of the child.
  - d. An understanding of the import of a regular schedule.
- B. From the viewpoint of parents.
1. Parent recognition of child-development problems grows out of specific situations. The problems may be grouped as follows:
    - a. Means of control of child by the parent: Behavior and discipline.
    - b. Direction of child to his best development: Habit formation, character and religious training, recreation, sex education, sharing in family finance, and the like.

Lydia Ann Lynde, Summarizer.

#### ORGANIZATION AND CORRELATION

During the second session two topics were considered - organization and relationships.

The first topic was discussed under four major points: (1) What factors determine selection of centers of service? (2) what determines membership in a group? (3) through what medium is this project presented? (4) for how long is project work set up?

Pros and cons of presenting this project through the established home demonstration group members or through special interest groups claimed major attention. A poll of the States represented indicated that three States present the project through home demonstration groups as already set up, five States use interest groups within the home demonstration organization, and four States use a combination of interest groups within the home demonstration organization and other interested persons.

Marked difference in the length of the project from State to State was reported. As a means of arousing interest in this project, Ohio offers a program of two or more meetings, which may extend to a year or more. In New York, where the organization set-up includes representation of all agencies in the county that are interested in child development and parent education, and a broad correlation of subject matter, any county undertaking project work must plan for at least a 3-year program.

The discussion of organization was prepared by Mrs. Fish of Minnesota and Miss Dixon of New Jersey. Dr. Margaret Wylie of New York presented the following summary of the group discussion.





## Summary of Discussion of Organization

### 1. What shall determine the selection of centers of service?

- Interest expressed. (Most frequent basis.)
- Mothers with children in community.
- Length of program.
- Leadership available.

(The importance of other means than meetings was emphasized, such as conferring with individual mothers at clinics, sending out literature, having chairmen in the regular home demonstration groups who do some definite service for mothers of the community, and the use of radio.)

### 2. How is membership in a group determined?

- Nationality.
- Regional factors such as neighborhood, community, or district.
- Educational background, such as college.
- Age levels of children.

### 3. Is it advisable to follow the organization plan used by other home-economics projects?

#### Status of organization media for presenting child development and parent education project

State	: Home demonstration : only	: Home demonstration : interest groups	: Home demon- : stration and : others
Georgia.....	x	-----	-----
Illinois .....	-----	x	x
Iowa .....	x	-----	x
Kentucky .....	x	-----	-----
Massachusetts .....	-----	x	-----
Minnesota .....	x	-----	-----
Missouri .....	-----	x	-----
New Jersey .....	-----	x	-----
New York .....	-----	-----	x
Ohio .....	-----	x	x
Oklahoma .....	x	x	-----
Michigan .....	-----	x	x

### 4. What is the length of program? The specialists reported the following:





State	One year												Two years	Three years
	Number of months													
	2	3	4	5	6	7	8	9	10	11	12			
Georgia .....												X	Beginning	
Illinois .....		3						9				Return.		
Iowa .....	2			5								*(5)	*(5)	
Kentucky .....	2		X				8							
Massachusetts ....				5										
" .....				5										
Michigan .....				5								*(5)		
Minnesota .....				5										
Missouri .....				5										
New Jersey .....			X				8					*(6)		
New York .....			X		6							*(3)	*(3)	
Ohio .....					6	?								
Oklahoma .....			4									X	X	

\* Figures in parentheses indicate number of meetings per year.

Margaret Wylie, Summarizer.

The subject of "relationships" was presented for discussion by Miss Heyle of Missouri and Miss Inlay of Kentucky. The need was voiced for correlation with other home-economics projects in the extension program, with 4-H club work, with the resident home-economics department, with other departments of the college such as sociology, psychology, physical education, and with outside local, State, and National agencies concerned with matters of child well-being.

Specific points of correlation were set up with extension programs in clothing, foods and nutrition, home management, and home furnishings.

Types of state-wide interagency set-ups which serve as a clearing house for child development and parent education subject matter were reported.





The relation of the child development and parent education project to 4-H club work was considered specifically because of recognition that all who engage in 4-H club work should know certain basic principles of child development as related to the training of boys and girls of club age. Points of correlation in subject-matter work for 4-H clubs were listed and possibilities of approach to interest the older girls and boys were suggested.

The following summary of the discussions on relationships was made by Miss Price of Ohio.

#### Summary of Discussion of Correlation

- I. With other projects.
- II. With other departments in the university.
- III. With 4-H club work.
- IV. With other agencies in the State.

#### I. With other projects.

To prevent confusion.

To give wider spread to accurate information.

Subjects with which projects in extension could help child development.

#### A. Clothing:

Self-help clothes.

Laundering clothes.

Construction of children's clothes.

Self-reliance.

To aid in habit formation.

Health and hygiene.

Standards in buying clothes.

Emphasis on letting child help select clothes to develop judgment, etc.

Comfortable nonrestricting clothes.

Develop self-judgment.

Psychological aspects of dress.

#### B. Nutrition:

How to get children to eat right foods.

Table manners.

Table setting and food preparation.

Conversation.

Social aspects.

Meals for the family and the child's part as a member of the family.

Growing and canning foods needed for young children.

Agreement on nutrition problems.

Regularity of meals.

Importance of simple foods and simple service.

Comfortable seats and table equipment for children.



C. Home management:

Play space inside and out.  
Time schedules.  
Storage spaces - toys, clothes, etc.  
Division of labor within the family - father, mother, children.  
House fixtures - anything that is a basic part of the house.  
Family council.  
Relation of fatigue to home atmosphere.  
Management of finances:  
    Who shall earn?  
    Who shall contribute to the family income?  
Family planning for leisure.  
Personal efficiency.  
Standards for family life.  
Opportunity for teaching children.

D. Home furnishings:

Selected and arranged in consideration of the needs of the child.  
(It was suggested that the recommendations as made by a subcommittee of the White House conference be studied as a guide in this field.)

II. Correlation of work in the field of child development with other departments of the university.

New Jersey offers a course of 16 meetings, 6 of which are given by professors at Rutgers. The others are given by the child-development specialist. Credit is given. This course is offered for home demonstration agents.

Illinois reports cooperation from other departments - sociology, psychology, etc. - in preparation of reading lists.

Iowa has a spring conference of subject-matter people, at which ways and means of cooperation are discussed.

The Institute of Child Welfare, at the University of Minnesota, is cooperating by providing salary and maintenance of a specialist in child development as a member of the Smith-Lever staff. This assistance is to be continued for a number of years. The institute cooperates with the specialist in whatever problem she takes to them. They are interested and willing to work on research problems brought in by the specialist. For example, they are making a comparison of rural and urban groups in child development.

Other cooperating agencies mentioned;

University library provides loan libraries for study groups in Ohio.

State libraries in several States provide loan libraries for groups.

Physical-education department can help with material such as that relating to posture, feet, etc.





The staff in adult education in the university cooperates by providing specialists for groups in some cases.

Note: It is to be borne in mind that the various departments in extension as well as in the university proper are not "water-tight compartments." A relationship exists between them which can be utilized to advantage in this program of child development.

#### Monday Evening Discussion

### III. Relationship of 4-H clubs to child-development program.

Two methods were discussed.

#### A. Organization of groups to study problems in child care and child development.

Example: (a) Big Sisters' Club in Massachusetts.

(b) In Colorado, continuation clubs have been organized for older boys and girls. Boys are organized by themselves and girls by themselves. Once a month the boys and girls meet together for a social affair. This is done in one county only. It is county-wide.

(c) Series of talks given by Doctor Foster at Connecticut on personal problems. If sex problems are discussed they must be handled with care. It can easily be misunderstood by the community.

(d) Miss Hall met girls in New Hampshire for a series of talks which were largely in the field of vocational guidance.

(e) In Ohio a series of four meetings was held with boys and girls attending the club congress, to help with vocational guidance problems.

#### B. Aid given in indirect fashion.

(a) Garments made for younger brothers and sisters in clothing clubs could emphasize self-help, etc.

(b) In food clubs, instruction regarding foods for younger children could parallel in a simple way what is being stressed in work with mothers.

(c) Help might be given to leaders of clubs with problem of relationships between boys and girls, also family relationships.

(d) Help could be given to parents of boys and girls of club age.

(e) Wholesome recreation and activity could be provided. This emphasizes positive rather than negative teaching.





(f) Opportunity for the right kind of relationship with opposite sex could be provided in connection with many life activities of boys and girls in clubs so that the desired development comes seemingly as a secondary result, although the leader and parent may have in mind that it is the most important outcome of the activity.

(g) More could be done through the college 4-H clubs.

Notes: A study of the needs and desires of the adolescent child is needed.

Life provides opportunity for community service which could be utilized to a greater degree in 4-H club work.

Seventy per cent of enrollment in 4-H clubs is under the age of 15 years. Attention to problems of relationships might change this.

The committee working on problems of this age group during the White House conference recommended more training for marriage and for family relationships.

#### IV. Correlation of Extension Work in child development with that of other State agencies.

Iowa has a coordinating council with a representative from each agency dealing with child welfare and development. This functions in the State about as the national council functions in the United States.

Relationships to a staff in the Parent-Teachers' Association and to the State board of education should have attention, and plans should be developed to work efficiently within the State. Agreement as to function, or as to area to be covered by each staff, might be determined.

The opportunity which a staff in Smith-Lever extension has to function through many different approaches to the home maker gives it a unique position for this work. It offers a challenge to the staff to evolve a sane and efficient program.

#### Questions arising out of discussion:

What further research is needed in order to further the program in child development?

What is the possibility of using Purnell funds to carry on research in this field? Could this group of specialists be more alert to bring in problems for research?

What of correlation of program with Parent-Teachers' Association and other agencies?



What of correlation of program with that of 4-H clubs?

How work out the method of correlating the work of the various specialists in home economics?

Would greater attention to problems of relationships as felt by boys and girls help to maintain club work with boys and girls beyond the age of 15?

How specifically should we say to groups of boys and girls that we are setting out to inculcate ideals and attitudes? Is it wise to emphasize activities and let the attitudes and ideals evolve as by-products?

Is it possible to bring together some of the things regarding food, clothing, relationships, etc., that any boy or girl needs to know to be successful and let it grow into a 4-H project in this field?

Would it be helpful for each State to have a coordinating council for child development and parental education? What part in getting such a council should be taken by the Smith-Lever extension staff? Why?

Minnie Price, Summarizer.

#### CONTENT AND METHOD

At the third session "content" and "method" were considered. Mrs. Morley of Massachusetts and Mrs. Fish of Minnesota presented the discussion on content. Factors which were considered include (a) basis for determining content, (b) educational tests for content, (c) subject matter now included in the extension program in child development and parent education, and (d) methods of studying the field.

The discussion brought out certain points of unanimously recognized need, including the need of further research especially as it concerns the rural home, the importance of presenting only such subject matter and recommending only such activities as have authoritative research to support them, and the realization that our objective is primarily to teach parents rather than to present subject matter.

The topic "how to study the field" stimulated consideration as to what parts of the subject matter should be considered as the major responsibility of the specialist in this field and which parts should be the responsibility of other persons. Major items of correlation were checked accordingly.

The discussion of "methods" was led by Mrs. Jones of Iowa. Local leadership and result demonstrations received major attention. Local leadership was discussed as to standards for the individual who is to assume leadership responsibilities and as to the subject-matter content to be used by them. The need of some reliable method of measuring the effectiveness of local leadership was emphasized. The following summary of a study of local





leadership was presented: "A study of 742 local leaders in 'representative areas' in South Dakota, New Jersey, Kansas, and Nebraska, led to the conclusion that it is better to have a large number of local leaders, each with his or her small circle of influence and devoting a reasonable amount of time to leadership work, rather than to confine the work to a small number of leaders and expect them to enlarge their normal circle of influence through increased time devoted to leadership effort."

Special discussion was directed toward determining what types of result demonstration might be effectively carried on, and a list of satisfactory ones was prepared.

A digest of the group discussions as prepared by Miss Strayer of Oklahoma follows:

### Summary of Discussion of Content and Method

#### I. Content.

##### A. How is content usually determined?

1. Needs expressed by parents and committees of farm women.
2. Needs of parents as observed by specialists.
3. Needs of parents as determined from research.

A very definite desire was expressed for further research concerning needs of parents and child development to be carried on by land-grant colleges and other agencies.

##### B. What phases of content are receiving direct emphasis in extension programs in child development and parent education at the present time?

Habit training.  
Family recreation; books; music.  
Self-reliance.  
Emotional development.  
Sex education.  
The wholesome child.  
Adolescence.

These phases of subject matter are receiving indirect emphasis at the present time;

Heredity.  
Family relationships.  
Prenatal care.  
Essentials in the diet.  
Care of the sick.  
The family council.





Attention was called to the importance of emphasizing the positive aspects of parent education.

II. Methods; procedures; devices.

A. What are some minimum essentials for the local leader method?

Local leaders need to -

- Be acceptable to group.
- Possess educational background.
- Possess common sense and good judgment.
- Be interested in personal, family, and community development.

The group should include only a small number of members.

Subject matter presented should express community needs, and be understandable by members of the community.

Printed or mimeographed material should be put into hands of demonstrators as a safeguard against misinterpretation. Effectiveness of the project of leadership needs to be measured by some reliable method.

B. What are some methods of presentation of subject matter which are commonly used?

1. Lecture.
2. Discussion.
3. Demonstration.
4. Conferences and interviews.
5. Problem solving, case studies.
6. Home visits and demonstrations.
7. Directed observation.
8. Assigned reading and reports.
9. Questionnaires.
10. Posters, pictures, exhibits.
11. Score cards, charts.
12. Contests.

Because there was only a limited amount of time for discussion, the method-demonstration and the case-study methods only were discussed.

Some of the method demonstrations now used include:

- Play equipment.
- Home equipment.
- Care of children during group meetings.
- Clothing.
- Music.



Simplified reports of case studies are frequently used to illustrate procedures in child guidance.

E. Faith Strayer, Summarizer.

#### SUMMARY AND OUTLOOK

The fourth and final session was devoted to summarizing the conference and to analyzing the outlook regarding the field of child development and parent education.

A brief visit was made by the group to the Bureau of Home Economics of the United States Department of Agriculture. Dr. Louise Stanley, chief of the bureau, who was chairman of the subcommittee on family relationships and parent education for the White House conference, spoke to the group regarding current activities of the bureau. In regard to the outlook for research by the bureau in the field of child development and parent education, Doctor Stanley indicated that the bureau can not undertake such research at this time but hopes to give such added service along research lines already established as may further contribute to the field. Doctor Stanley made available copies of Mrs. Nimkoff's schedule on "Family Functions with Reference to the Home," and urged that the specialists analyze the report of the White House conference subcommittee on family relationships and parent education as to its helpfulness to those engaged in extension work.

Anna E. Richardson, specialist in child development and parent education for the American Home Economics Association, spoke to the group. She emphasized the growing interest in this field of subject matter and of the stimulation which the recent White House conference would undoubtedly give to research in this field. She particularly urged that we remember that those engaged in teaching this project are primarily teachers of parents rather than teachers of subject matter.

After the presentation of a summary of the group discussions by the conference secretary, the director of extension, Dr. C. W. Warburton, discussed the outlook for the project in the Extension program, and gave a stimulating challenge to the extension specialists in this field to carry into effect the conclusions reached during this extension conference and to extend to rural parents the findings of the White House Conference on Child Health and Protection. Final considerations of the conference follow:

The group expressed their appreciation to Director Warburton and Doctor Smith for calling the conference, which provided many contributions of helpful suggestions to each person in attendance, and instructed the secretary to send to them a written expression of their appreciation.

Appreciation was expressed for the reference material which was made available by the Federal office for those attending the conference.

The group thanked the chairman for her efficient and gracious leadership during the conference.





Enthusiastic approval was voiced by the conference group as to the results obtained by the White House Conference on Child Health and Protection. The specialists recorded their desire to act as a service group which would interpret and extend the findings of the conference to rural people through the extension program.

The specialists expressed their appreciation of the efforts of Dr. Martha Van Rensselaer and Dr. Louise Stanley in their contributions to the White House conference and instructed the secretary to send to the aforementioned notes expressing this sentiment.

### RESOLUTIONS

Resolutions were passed as follows:

1. We, the extension specialists in child development and parent education, working under Smith-Lever appropriations, meeting in Washington, November 24 and 25, 1930, wish to express our appreciation of the White House conference and our interest in the findings of all the committees, particularly in those which concern the rural home. We recognize the findings as valuable material that we can carry back to our respective States.

We accept the opportunity the White House conference affords us to cooperate with all other agencies within these States for the betterment of children.

Grace E. Frysinger,  
Ruth D. Morley,  
Florence L. Hall,  
Lydia Ann Lynde, Chairman.

2. We, the extension specialists in child development and parent education, appreciate the contributions of research which are now available for those engaged in the field of child development and parent education.

We recognize the need for additional specific research in this field; therefore, whereas we realize that our land-grant colleges and the Bureau of Home Economics of the Department of Agriculture have facilities for such research, be it resolved that we urge all agencies engaged in child development and parent education to undertake whatever additional research is possible, and we particularly urge that the Bureau of Home Economics of the United States Department of Agriculture and research divisions of the land-grant colleges initiate research in this field, particularly in relation to the rural family.

Edith D. Dixon,  
Lydia Ann Lynde,  
Margaret Wylie, Chairman.



3. We, the extension specialists in child development and parent education assembled in conference at Washington, November 24 and 25, 1930, hereby record our conviction of the need of a specialist in this project to be employed in the Federal office of Cooperative Extension Work.

The project of child development and parent education occupies a strategic position in the extension program for the rural home, and has far-reaching correlations with projects in home economics and in agriculture. Judging by the response it is meeting from rural parents it can with proper guidance become one of the strongest parts of the extension program.

As an extension project, child development and parent education is in the pioneer stage. As State specialists, we find ourselves confronted by perplexing problems of organization, content, and method. Newly appointed specialists pass through a period of uncertainty and indecision which involved loss of time and effort and which may even result in errors that are detrimental to the standing of the project. A heavy field schedule leaves us far too little time for keeping in touch with research and with new developments in the field. Widely separated workers, with few opportunities for conference with their fellows, feel a need of contact and of encouragement.

A Federal specialist would act as a consultant and adviser in our problems. She would interpret to newly appointed specialists the cumulative experience of the group and thus shorten the costly period of adjustment. In touch with centers of research in the Federal Government and elsewhere, she would bring their findings to field workers, and would in turn interpret the needs of field workers in the extension service.

These contacts and this service would develop a basis for judgment, a feeling of confidence, and a sense of solidarity on the part of the specialists in our group that is much needed in these formative years of the project.

Belle O. Fish,  
Miriam Birdseye,  
Ruth D. Morley, Chairman.

#### PERSONNEL AND FUNDS

The following data indicate the present status, State by State, of the project in the extension program as to personnel, titles used, date of first appointment of a specialist, and sources of finances used for the employment of the specialists in this project:







PERSONNEL

State	Date of original appointment in this project	Name of present specialist	Present title
Georgia.....	7-1-29	Certie Reynolds	Specialist in parent education and child development.
Illinois.....	1-1-25	Edna E. Walls	Specialist in child care and training
Iowa.....	8-1-25	Mrs. Alma H. Jones	Specialist in child care and training
Massachusetts....	4-15-29	Mrs. Ruth D. Morley	Child-development specialist
Michigan.....	2-1-29	Mrs. Lydia Ann Lynde	Specialist in child care and training
Minnesota.....	7-1-29	Mrs. Belle O. Fish	Specialist in child development
New Jersey.....	10-1-28	Edith D. Dixon	Specialist in child care and parent education
New York.....	7-1-26	Dr. Margaret Wylie	Professor of child development and parent education
Oklahoma.....	9-21-30	E. Faith Strayer	Specialist in child development and parent education

FUNDS

State	Total funds	Federal Smith-Lever	Federal Capper-Ketcham	Additional: cooperation	State and college	Other
Georgia.....	\$3,900	\$2,200			\$1,700	
Illinois.....	3,300	3,300				
Iowa.....						
Massachusetts...	4,470			\$ 700.	3,770	
Michigan.....	4,260	2,760			1,500	
Minnesota.....	3,700				3,700	
New Jersey.....	5,645	2,745	\$1,800		1,100	
New York.....	8,080					\$8,080
Oklahoma.....	4,000			4,000		
Oregon.....	2,270			2,270		
Total..	\$39,625	\$11,005	\$1,800	\$6,970	\$11,770	\$8,080

Respectfully submitted,

Grace E. Frysinger,  
Conference Secretary.

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